

2013-2014 SCHOOL IMPROVEMENT PLAN

South Tech Preparatory Academy
1300 SW 30TH AVE
Boynton Beach, FL 33426
561-369-7000

School Demographics

School Type Middle School	Title I Yes	Free and Reduced Lunch Rate 87%
Alternative/ESE Center No	Charter School Yes	Minority Rate 82%

School Grades History

2013-14 A	2012-13	2011-12	2010-11
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP	3
Differentiated Accountability	4
Part I: Current School Status	5
Part II: Expected Improvements	11
Goals Summary	12
Goals Detail	12
Action Plan for Improvement	15
Part III: Coordination and Integration	21
Appendix 1: Professional Development Plan to Support Goals	22
Appendix 2: Budget to Support Goals	23

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

South Tech Preparatory Academy

Principal

Priscilla Maloney

School Advisory Council chair

James Notter

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Judith Edelman	Science Teacher
Derek Guadagno	Career Cluster Teacher
Adrian King	Language Arts Teacher
Carolyn Moses	Reading Teacher
Robert Newman	Social Studies Teacher
Anthony Suliveras	Mathematics Teacher

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Due to the organizational structure of SouthTech Prep, we have established a School Improvement Steering Committee (SISC) to advise our Governing Board. The Governing Board serves as the SAC. Jim Kidd-President and CEO , Robert Kesten - Board Chairman, Donna Baize - Board Secretary, Nicole Handy - Board Treasurer and James Notter - Vice Chair.

Involvement of the SAC in the development of the SIP

The SAC represent the larger school community who share responsibility of guiding the development and implementation of the School Improvement Plan.

Activities of the SAC for the upcoming school year

SAC will meet monthly to plan, guide and evaluate continuous improvement of the SouthTech community.

Projected use of school improvement funds, including the amount allocated to each project

We are not aware of any funding that has been allocated.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

1

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Priscilla Maloney

Principal

Years as Administrator: 13

Years at Current School: 1

Credentials

Bachelors in Health/Physical Education K-12, Masters in Educational Leadership K-12

Performance Record

First year of School, No baseline data

Instructional Coaches

of instructional coaches

0

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Part-time / District-based

Years as Coach:

Years at Current School:

Areas

[none selected]

Credentials

Performance Record

Classroom Teachers

of classroom teachers

6

receiving effective rating or higher

(not entered because basis is < 10)

Highly Qualified Teachers

100%

certified in-field

5, 83%

ESOL endorsed

2, 33%

reading endorsed

1, 17%

with advanced degrees

2, 33%

National Board Certified

0, 0%

first-year teachers

3, 50%

with 1-5 years of experience

0, 0%

with 6-14 years of experience

1, 17%

with 15 or more years of experience

2, 33%

Education Paraprofessionals

of paraprofessionals

0

Highly Qualified

0

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal and teachers are responsible for teacher recruitment and retention. We attend District job fairs, post vacancies on website and in local newspapers. Salaries are competitive with School District's salary scale.

For retention, monetary stipends are offered for completing the Reading Endorsement.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

SouthTech Prep implements the Educator Support Program (ESP) for beginning teachers, who are paired with Clinical Educators (CE). CEs are trained and certified as mentor teachers, who are paired with beginning teachers according to area of certification. ESP teachers are observed by CEs and given feedback through a series of formative observations.

Additionally, SouthTech Prep has a Beginning Teacher Assistance Program (BTAP) consisting of our experienced teachers and the Principal who meet monthly to provide support for both those who are new to teaching as well as our veteran teachers.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our data-based problem solving process identifies students requiring academic, behavioral, social, or emotional interventions. We provide interventions that match the student's needs, monitor the progress and make decisions about change. Depending on the success of the interventions, the team leader maintains a file for all referrals. Teachers offer support by differentiating instruction and guiding students to seek out tutoring.

The school-based team can help each SouthTech Prep student to meet or exceed their academic and academy standards by giving students intervention so that they may become successful.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Priscilla Maloney (Principal) oversees MTSS and SIP implementation. She also develops monthly meeting agendas and tracks student disciplinary referrals. Priscilla Maloney receives support from SouthTech Academy's Response to Intervention/School Based Team, ESE Department, and Guidance office to track support for students.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Fidelity is monitored as the leadership team solicits feedback through DIL meetings, department meetings, and tracking of disciplinary and academic data accessible through Electronic Data Warehouse (EDW)

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The management system used to summarize data functions is recorded on the Tier II and Tier III Chart. This allows us to determine if the student is progressing, will be on target, needs to move up a tier, or needs to be referred to ESE.

To monitor concerns regarding behavior and attendance, a failure list is generated at the end of the grading term. If a student is failing due to lack of attendance, follow up by the school-based team may be appropriate.

Tutorials are available for additional academic support.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Teachers are provided with the lists of ESE and 504 students, along with the tracking system encompassing all our RTI students. As teachers track the students, Administration and the classroom teacher signs off on the disciplinary tracking so the MTSS is actively implemented. At monthly SISC meeting, staff and parents are encouraged to express questions or concerns regarding data based issues.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students
Minutes added to school year: 1,440

Saturday Academy

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post testing, achievement on standardized testing

Who is responsible for monitoring implementation of this strategy?

Principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Priscilla Maloney	Principal
Carolyn Moses	Reading Teacher

How the school-based LLT functions

The LLT meets monthly to set literacy initiatives, prioritize learning goals, model curriculum and lesson delivery to the Common Core, share best practices in literacy-building, design lesson materials, plan interdisciplinary projects, create ownership among instructional staff on literacy initiatives, trouble-shoot challenges to literacy building in all content areas, provide feedback on the efficiency of current literacy initiatives, create cohesion between the administration and the instructional staff to help shape professional development based on authentic school needs.

Major initiatives of the LLT

Support the Schoolwide Literacy Plan, collaborate on interdisciplinary projects between academies and academic subject areas, raise school-wide reading proficiency through alignment to Common Core in all content area, share vetted teaching techniques to increase literacy skills, suggest and design professional development in literacy building, incorporate the school-wide writing plan in all content areas and rewrite the Lesson Plan template in accordance with Marzano, Common Core, SPS standards, practicality/ease of use and individual differentiation and ESE modifications.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Literacy skills are taught at instructional staff PDs and incorporated into all content areas. Our reading teacher provides all faculty training on how to support the School-wide Literacy Plan and the School-wide Writing Plan. Uniform content and techniques such as critical thinking skills using flip charts and "word part of the week" are provided to all classroom teachers. All teacher are encouraged to be Reading Endorsed and complete the Next Generation Content Area Reading Professional Development and Practicum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

SouthTech Prep students participate in a career cluster program in addition to their academics. Academic teachers work together to show relevance across the curriculum. Students are able to relate what they learn in an academic class to practical application in their career cluster class.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

SouthTech Prep continuously promotes academic and career planning through group counseling lessons. At least twice annually, all students will receive information about academic and post secondary planning. Individual counseling is also used as a delivery method for academic and career planning. Palm Beach State College TRIO Program visits the school monthly to promote college and career planning. Students are asked to take ownership in their course planning by applying what is learned in the group and individual counseling lessons to their course selection each year.

Strategies for improving student readiness for the public postsecondary level

Strategies for Improving Post-secondary readiness include individual counseling sessions and group counseling session with students regarding post secondary planning. Additionally, SouthTech Prep plans a "College and Career Week" in which post secondary options are explored and advertised. Activities include visits from college representatives, career planning workshops, faulty college shirt day, and information about local schools and careers.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

SouthTech Prep would like to encourage parent involvement in school activities and decision making. This year we had a well attended new student orientation, followed by Parent Night on September 10, 2013. Many parents attended the October 17th Title I Annual Meeting for parents. We will provide Title I information through parent links, flyers, Edline, and the website.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
			50%

Goals Summary

- G1.** Promote parental involvement in order to support learning beyond the classroom.
- G2.** To increase technical exposure to all students.
- G3.** Prepare students to be successful on the Algebra I EOC as 8th graders and increase reading achievement

Goals Detail

G1. Promote parental involvement in order to support learning beyond the classroom.

Targets Supported

- Parental Involvement

Resources Available to Support the Goal

- operating funds and grants

Targeted Barriers to Achieving the Goal

- Parents are limited in their access to technology

Plan to Monitor Progress Toward the Goal

Parent meetings/trainings

Person or Persons Responsible

Administration

Target Dates or Schedule:

post training

Evidence of Completion:

training surveys

G2. To increase technical exposure to all students.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

Resources Available to Support the Goal

- Education software programs specific to middle school.

Targeted Barriers to Achieving the Goal

- Funding

Plan to Monitor Progress Toward the Goal

Technology implementation across curriculum

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule:

Daily

Evidence of Completion:

Increased academic achievement

G3. Prepare students to be successful on the Algebra I EOC as 8th graders and increase reading achievement

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Algebra 1 EOC

Resources Available to Support the Goal

- Tutorials
- instructional supplies

Targeted Barriers to Achieving the Goal

- Limited access

Plan to Monitor Progress Toward the Goal

District and standardized testing

Person or Persons Responsible

Teachers and Administration

Target Dates or Schedule:

End of Terms

Evidence of Completion:

Academic achievement

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Promote parental involvement in order to support learning beyond the classroom.

G1.B1 Parents are limited in their access to technology

G1.B1.S1 Conduct parent training to increase awareness of available and affordable technology and provide information to parents

Action Step 1

Provide information to parents/guardians

Person or Persons Responsible

Administration

Target Dates or Schedule

Continually

Evidence of Completion

Parental participation

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Parent Trainings

Person or Persons Responsible

Coaches, guidance, and administration

Target Dates or Schedule

Beginning of each semester and fall and spring.

Evidence of Completion

Sign in sheets

Plan to Monitor Effectiveness of G1.B1.S1

Parent trainings

Person or Persons Responsible

Administration

Target Dates or Schedule

end of trainings/meetings

Evidence of Completion

Exit survey results

G2. To increase technical exposure to all students.

G2.B1 Funding

G2.B1.S1 Acquire funding to provide additional academic technology for students, teachers and parents.

Action Step 1

Software for academic enhancement

Person or Persons Responsible

Administration

Target Dates or Schedule

By mid term

Evidence of Completion

Software implementation

Facilitator:

Principal and lead teachers

Participants:

Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Installation and training of software

Person or Persons Responsible

IT

Target Dates or Schedule

Upon arrival of software

Evidence of Completion

Software implementation

Plan to Monitor Effectiveness of G2.B1.S1

Technology implementation across curriculum

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

Daily

Evidence of Completion

Increased academic achievement

G3. Prepare students to be successful on the Algebra I EOC as 8th graders and increase reading achievement

G3.B1 Limited access

G3.B1.S1 Budget allocations for tutorials

Action Step 1

Additional Funding

Person or Persons Responsible

Grants and scholarships

Target Dates or Schedule

During the school year, Saturday Academy, and possible summer camp

Evidence of Completion

Tutorial Program

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Pre and post testing

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Academic achievement

Plan to Monitor Effectiveness of G3.B1.S1

Pre and post testing

Person or Persons Responsible

Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

Academic achievement

G3.B1.S2 Transportation for extended day

Action Step 1

Saturday Academy/extended day tutoring

Person or Persons Responsible

Principal

Target Dates or Schedule

Saturdays and after school

Evidence of Completion

increased academic achievement

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Participation

Person or Persons Responsible

school administration

Target Dates or Schedule

weekly and at program end

Evidence of Completion

Pre and post testing

Plan to Monitor Effectiveness of G3.B1.S2

pre and post testing

Person or Persons Responsible

administration

Target Dates or Schedule

weekly and at program end

Evidence of Completion

academic achievement

G3.B1.S3 Purchase instructional materials, tablets, books, etc

Action Step 1

Purchase reading books, tablets and supplies

Person or Persons Responsible

Administration

Target Dates or Schedule

as needed

Evidence of Completion

materials in classroom

Plan to Monitor Fidelity of Implementation of G3.B1.S3

use of materials

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

daily

Evidence of Completion

student access

Plan to Monitor Effectiveness of G3.B1.S3

increase in student achievement

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

course end and standardized testing

Evidence of Completion

increase in student achievement

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

SouthTech Prep will integrate academic software across the curriculum to enhance instructional requirements, increase student achievement, and improve parental awareness.

As family involvement is key in student achievement, it is necessary to appropriate funds to keep parents abreast of school-wide initiatives and academic accomplishments.

Title III assists with helping eligible limited English proficient and immigrant students obtain English proficiency and meet the same standards required for all students.

In accordance with the McKinney-Vento Homeless Education Program, SouthTech Prep provides immediate public school enrollment for students - provided it is in the best interest of the student, is requested, and is feasible.

SouthTech Prep participates in anti-bullying programs in conjunction with all State statutes and Board policies.

SouthTech Prep utilizes the School District's food service program, meeting all nutritional program guidelines.

A career and technical education is an integral part of SouthTech Prep. In our preparatory school, every student who attends is enrolled in a career cluster class. Students will explore 12 career academies.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G2. To increase technical exposure to all students.

G2.B1 Funding

G2.B1.S1 Acquire funding to provide additional academic technology for students, teachers and parents.

PD Opportunity 1

Software for academic enhancement

Facilitator

Principal and lead teachers

Participants

Teachers

Target Dates or Schedule

By mid term

Evidence of Completion

Software implementation

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Promote parental involvement in order to support learning beyond the classroom.	\$3,200
G2.	To increase technical exposure to all students.	\$1,400
G3.	Prepare students to be successful on the Algebra I EOC as 8th graders and increase reading achievement	\$20,100
Total		\$24,700

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Title I and Operating budget	\$21,500	\$21,500
Title I and Operating Budget	\$0	\$0
Title I funds and Operating budget	\$3,200	\$3,200
Total	\$24,700	\$24,700

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Promote parental involvement in order to support learning beyond the classroom.

G1.B1 Parents are limited in their access to technology

G1.B1.S1 Conduct parent training to increase awareness of available and affordable technology and provide information to parents

Action Step 1

Provide information to parents/guardians

Resource Type

Evidence-Based Program

Resource

Refreshments, family resource materials, supplies, printing of information for disbursement

Funding Source

Title I funds and Operating budget

Amount Needed

\$3,200

G2. To increase technical exposure to all students.

G2.B1 Funding

G2.B1.S1 Acquire funding to provide additional academic technology for students, teachers and parents.

Action Step 1

Software for academic enhancement

Resource Type

Evidence-Based Program

Resource

Tablets

Funding Source

Title I and Operating Budget

Amount Needed

\$1,400

G3. Prepare students to be successful on the Algebra I EOC as 8th graders and increase reading achievement

G3.B1 Limited access

G3.B1.S1 Budget allocations for tutorials

Action Step 1

Additional Funding

Resource Type

Evidence-Based Program

Resource

Classroom manipulatives and supplies

Funding Source

Title I and Operating budget

Amount Needed

\$1,412

G3.B1.S2 Transportation for extended day

Action Step 1

Saturday Academy/extended day tutoring

Resource Type

Evidence-Based Program

Resource

Tutors and transportation during Saturday Academy

Funding Source

Title I and Operating budget

Amount Needed

\$17,167

G3.B1.S3 Purchase instructional materials, tablets, books, etc

Action Step 1

Purchase reading books, tablets and supplies

Resource Type

Evidence-Based Program

Resource

Reading books, field trip

Funding Source

Title I and Operating budget

Amount Needed

\$1,521